



July 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: [http://www.maine.gov/education/sat\\_initiative/](http://www.maine.gov/education/sat_initiative/).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# High School Report

Test Date: May 2008  
ID: 12941852  
SAU: Five Town CSD  
School: Camden Hills Regional H S

## Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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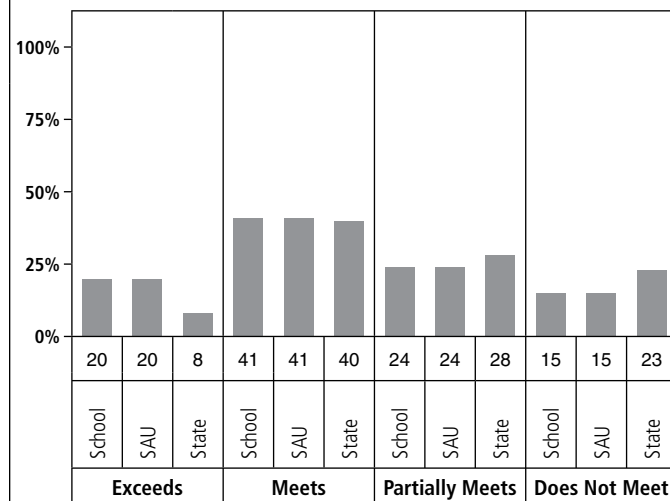
# SUMMARY OF SCORES

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

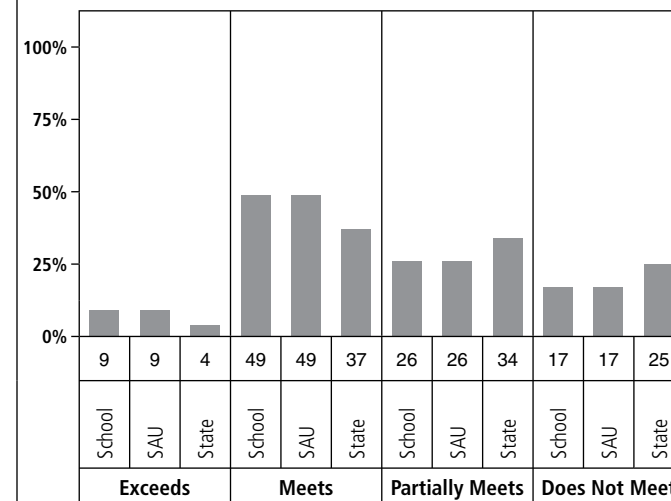
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>Critical Reading</b> 2006–2007 2007–2008	1143 1146	1143 1146	1141 1141
<b>Mathematics</b> 2006–2007 2007–2008	1142 1145	1142 1145	1140 1141
<b>Writing</b> 2006–2007 2007–2008	1145 1146	1145 1146	1141 1140
<b>Science</b> 2007–2008	1143	1143	1141

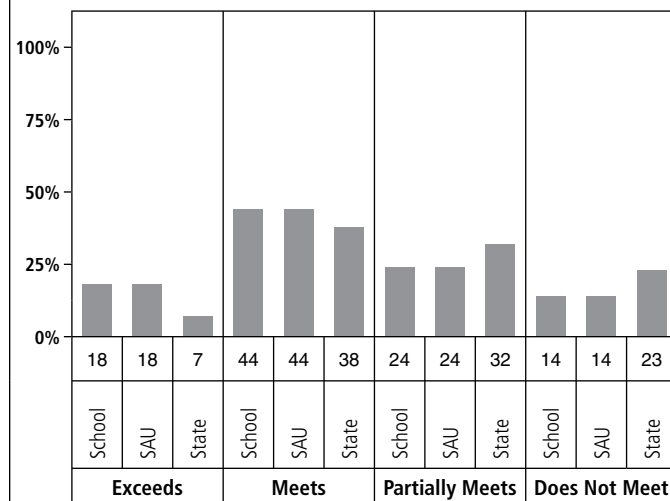
## CRITICAL READING



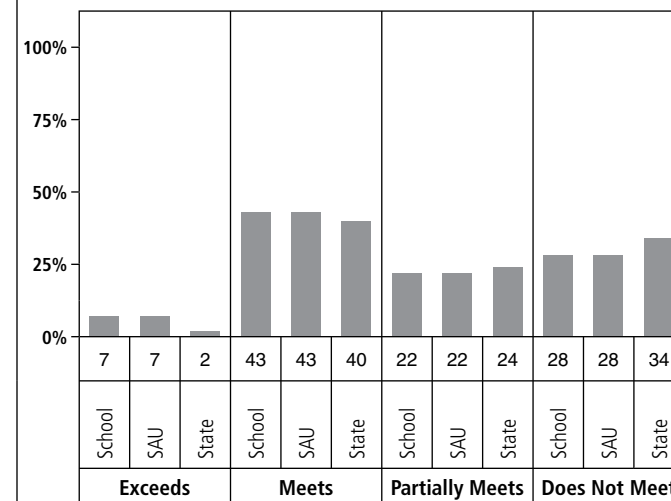
## MATHEMATICS



## WRITING



## SCIENCE



# SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	142	100	143	100	15604	100	138	99	139	99	14875	96	139	99	140	99	15165	97	138	99	139	99	14869	96	139	99	140	99	14961	96
Ethnicity	African American/Black						0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
	American Indian or Native Alaskan						0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
	Asian or Pacific Islander						2	1	2	1	215	1	2	100	2	100	194	90	2	100	2	100	194	90	2	100	2	100	200	93
	Hispanic						0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
	Caucasian/White						140	99	141	99	14841	95	136	99	137	99	14207	96	137	99	138	99	14457	98	136	99	137	99	14202	96
	Not Reported						0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	26	18	27	19	2247	14	25	96	26	96	2065	93	25	96	26	96	2138	96	25	96	26	96	2060	92	25	96	26	96	2081	93
Current LEP	3	2	3	2	648	4	3	100	3	100	508	79	3	100	3	100	564	87	3	100	3	100	507	78	3	100	3	100	534	83
Economically disadvantaged	20	14	20	14	4028	26	20	100	20	100	3682	92	20	100	20	100	3831	95	20	100	20	100	3679	92	20	100	20	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	115	81	115	80	13042	84	116	82	116	81	13332	85	115	81	115	80	13042	84	116	82	116	81	13192	85
Identified disability (PET/IEP)	5	4	5	4	739	6	5	4	5	4	810	6	5	4	5	4	739	6	5	4	5	4	791	6
LEP	2	2	2	2	399	3	2	2	2	2	456	3	2	2	2	2	399	3	2	2	2	2	436	3
504 plan	1	1	1	1	196	2	1	1	1	1	204	2	1	1	1	1	196	2	1	1	1	1	201	2
Participation with accommodations	22	15	22	15	1623	10	22	15	22	15	1624	10	22	15	22	15	1625	10	22	15	22	15	1567	10
Identified disability (PET/IEP)	19	86	19	86	1117	69	19	86	19	86	1119	69	19	86	19	86	1119	69	19	86	19	86	1088	69
LEP	1	5	1	5	93	6	1	5	1	5	93	6	1	5	1	5	93	6	1	5	1	5	83	5
504 plan	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	55	4
Other	2	9	2	9	367	23	2	9	2	9	366	23	2	9	2	9	367	23	2	9	2	9	353	23
Participation through alternate assessment (PAAP)	1	1	2	1	209	1	1	1	2	1	209	1	1	1	2	1	202	1	1	1	2	1	202	1
Identified disability (PET/IEP)	1	100	2	100	209	100	1	100	2	100	209	100	1	100	2	100	202	100	1	100	2	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	2	1	2	1	36	0	2	1	2	1	40	0	2	1	2	1	36	0	2	1	2	1	38	0
Non-participation – other	2	1	2	1	693	4	1	1	1	1	399	3	2	1	2	1	699	4	1	1	1	1	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# CRITICAL READING RESULTS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	27	14	27	13	1079	7
	2006-2007	19	11	19	12	1168	8
	<b>2007-2008</b>	<b>27</b>	<b>20</b>	<b>27</b>	<b>20</b>	<b>1184</b>	<b>8</b>
	Cum. Total*	73	15	73	15	3431	8
<b>Meets the Standards</b> – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	86	43	87	43	5697	38
	2006-2007	75	45	74	45	5714	38
	<b>2007-2008</b>	<b>56</b>	<b>41</b>	<b>56</b>	<b>41</b>	<b>5885</b>	<b>40</b>
	Cum. Total*	217	43	217	43	17296	39
<b>Partially Meets the Standards</b> – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	47	24	48	24	4772	32
	2006-2007	37	22	37	22	4728	31
	<b>2007-2008</b>	<b>32</b>	<b>24</b>	<b>32</b>	<b>24</b>	<b>4093</b>	<b>28</b>
	Cum. Total*	116	23	117	23	13593	30
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	39	20	39	19	3595	24
	2006-2007	35	21	35	21	3444	23
	<b>2007-2008</b>	<b>21</b>	<b>15</b>	<b>21</b>	<b>15</b>	<b>3417</b>	<b>23</b>
	Cum. Total*	95	19	95	19	10456	23

# CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	136	27	20	56	41	32	24	21	15	1146	136	20	41	24	15	1146	14579	8	40	28	23	1141
<b>Ethnicity</b>																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	2										2						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	134	27	20	55	41	32	24	20	15	1147	134	20	41	24	15	1147	13930	8	41	28	23	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	4	17	7	30	12	52	1129	23	0	17	30	52	1129	1823	1	9	24	65	1126
No	113	27	24	52	46	25	22	9	8	1150	113	24	46	22	8	1150	12756	9	45	29	17	1143
<b>Current LEP</b>																						
Yes	3										3						488	3	22	24	52	1132
No	133	27	20	55	41	31	23	20	15	1147	133	20	41	23	15	1147	14091	8	41	28	22	1141
<b>Economically disadvantaged</b>																						
Yes	20	2	10	6	30	6	30	6	30	1137	20	10	30	30	30	1137	3545	3	28	30	39	1134
No	116	25	22	50	43	26	22	15	13	1148	116	22	43	22	13	1148	11034	10	44	27	19	1143
<b>Migrant</b>																						
Yes	0										0						5	20	0	40	40	1136
No	136	27	20	56	41	32	24	21	15	1146	136	20	41	24	15	1146	14574	8	40	28	23	1141
<b>Gender</b>																						
Female	61	10	16	26	43	17	28	8	13	1145	61	16	43	28	13	1145	7237	8	42	30	19	1142
Male	75	17	23	30	40	15	20	13	17	1147	75	23	40	20	17	1147	7342	8	38	26	28	1140
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	9	30	61	1127
No	136	27	20	56	41	32	24	21	15	1146	136	20	41	24	15	1146	14476	8	41	28	23	1141
<b>Gifted/talented program</b>																						
Yes	21	14	67	7	33	0	0	0	0	1164	21	67	33	0	0	1164	295	48	48	4	0	1161
No	115	13	11	49	43	32	28	21	18	1143	115	11	43	28	18	1143	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# MATHEMATICS RESULTS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	8 12	5 9	8 12	5 9	578 637	4 4
<b>Meets the Standards</b> – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	66 67	40 49	65 67	39 49	5481 5508	36 37
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	52 35	31 26	52 35	31 26	4754 5065	31 34
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	41 23	25 17	41 23	25 17	4607 3660	30 25

# MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	137	12	9	67	49	35	26	23	17	1145	137	9	49	26	17	1145	14870	4	37	34	25	1141
<b>Ethnicity</b>																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	2										2						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	135	12	9	67	50	34	25	22	16	1145	135	9	50	25	16	1145	14180	4	38	34	24	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	3	13	4	17	16	70	1133	23	0	13	17	70	1133	1896	0	8	22	70	1130
No	114	12	11	64	56	31	27	7	6	1147	114	11	56	27	6	1147	12974	5	41	36	18	1142
<b>Current LEP</b>																						
Yes	3										3						545	3	16	28	53	1135
No	134	12	9	66	49	34	25	22	16	1145	134	9	49	25	16	1145	14325	4	38	34	24	1141
<b>Economically disadvantaged</b>																						
Yes	20	1	5	7	35	6	30	6	30	1140	20	5	35	30	30	1140	3695	1	22	37	40	1136
No	117	11	9	60	51	29	25	17	15	1145	117	9	51	25	15	1145	11175	5	42	33	19	1142
<b>Migrant</b>																						
Yes	0										0						5	20	20	40	20	1144
No	137	12	9	67	49	35	26	23	17	1145	137	9	49	26	17	1145	14865	4	37	34	25	1141
<b>Gender</b>																						
Female	62	4	6	30	48	20	32	8	13	1144	62	6	48	32	13	1144	7362	3	36	36	24	1140
Male	75	8	11	37	49	15	20	15	20	1145	75	11	49	20	20	1145	7508	5	38	32	25	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	8	41	51	1134
No	137	12	9	67	49	35	26	23	17	1145	137	9	49	26	17	1145	14767	4	37	34	24	1141
<b>Gifted/talented program</b>																						
Yes	21	5	24	16	76	0	0	0	0	1156	21	24	76	0	0	1156	296	35	59	5	0	1158
No	116	7	6	51	44	35	30	23	20	1143	116	6	44	30	20	1143	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# WRITING RESULTS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	24	12	24	12	952	6
	2006-2007	22	13	21	13	937	6
	<b>2007-2008</b>	<b>25</b>	<b>18</b>	<b>25</b>	<b>18</b>	<b>962</b>	<b>7</b>
	Cum. Total*	71	14	70	14	2851	6
<b>Meets the Standards</b> – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	84	42	85	42	6055	40
	2006-2007	79	48	79	48	6167	41
	<b>2007-2008</b>	<b>60</b>	<b>44</b>	<b>60</b>	<b>44</b>	<b>5564</b>	<b>38</b>
	Cum. Total*	223	45	224	45	17786	40
<b>Partially Meets the Standards</b> – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	50	25	51	25	4916	32
	2006-2007	37	22	37	22	4723	31
	<b>2007-2008</b>	<b>32</b>	<b>24</b>	<b>32</b>	<b>24</b>	<b>4679</b>	<b>32</b>
	Cum. Total*	119	24	120	24	14318	32
<b>Does Not Meet the Standards</b> – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	41	21	41	20	3221	21
	2006-2007	28	17	28	17	3227	21
	<b>2007-2008</b>	<b>19</b>	<b>14</b>	<b>19</b>	<b>14</b>	<b>3376</b>	<b>23</b>
	Cum. Total*	88	18	88	18	9824	22



# WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	136	25	18	60	44	32	24	19	14	1146	136	18	44	24	14	1146	14581	7	38	32	23	1140
<b>Ethnicity</b>																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	2										2						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	134	25	19	59	44	32	24	18	13	1147	134	19	44	24	13	1147	13932	7	39	32	22	1140
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	1	4	3	13	5	22	14	61	1129	23	4	13	22	61	1129	1825	1	7	23	69	1125
No	113	24	21	57	50	27	24	5	4	1150	113	21	50	24	4	1150	12756	7	43	33	17	1142
<b>Current LEP</b>																						
Yes	3										3						488	3	19	29	49	1131
No	133	25	19	59	44	31	23	18	14	1147	133	19	44	23	14	1147	14093	7	39	32	22	1140
<b>Economically disadvantaged</b>																						
Yes	20	1	5	8	40	5	25	6	30	1137	20	5	40	25	30	1137	3546	2	25	35	38	1134
No	116	24	21	52	45	27	23	13	11	1148	116	21	45	23	11	1148	11035	8	42	31	18	1142
<b>Migrant</b>																						
Yes	0										0						5	20	0	20	60	1131
No	136	25	18	60	44	32	24	19	14	1146	136	18	44	24	14	1146	14576	7	38	32	23	1140
<b>Gender</b>																						
Female	61	8	13	31	51	15	25	7	11	1146	61	13	51	25	11	1146	7239	8	43	33	17	1142
Male	75	17	23	29	39	17	23	12	16	1147	75	23	39	23	16	1147	7342	6	34	31	30	1138
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						103	0	7	39	54	1128
No	136	25	18	60	44	32	24	19	14	1146	136	18	44	24	14	1146	14478	7	38	32	23	1140
<b>Gifted/talented program</b>																						
Yes	21	13	62	7	33	1	5	0	0	1162	21	62	33	5	0	1162	295	42	53	4	0	1159
No	115	12	10	53	46	31	27	19	17	1144	115	10	46	27	17	1144	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

**ACHIEVEMENT LEVELS:** Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	10	7	10	7	300	2
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	60	43	60	43	5927	40
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	30	22	30	22	3544	24
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	38	28	38	28	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	7.38	49.2	7.38	49.2	6.41	42.7
Cluster 2: Physical Sciences	14	25	6.87	49.1	6.87	49.1	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.57	39.8	5.57	39.8	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.30	56.2	7.30	56.2	6.59	50.7

**Cluster 1: Life Sciences**

- A. Classifying Life Forms
- B. Ecology
- C. Cells

**Cluster 2: Physical Sciences**

- E. Structure of Matter
- H. Energy
- I. Motion

**Cluster 3: Earth and Space Sciences**

- D. Continuity and Change
- F. The Earth
- G. The Universe

**Cluster 4: Nature and Implications of Science**

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008  
SAU: Five Town CSD  
School: Camden Hills Regional H S

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	138	10	7	60	43	30	22	38	28	1143	138	7	43	22	28	1143	14759	2	40	24	34	1141
<b>Ethnicity</b>																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	2										2						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	136	10	7	59	43	30	22	37	27	1143	136	7	43	22	27	1143	14081	2	41	24	33	1141
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	24	0	0	5	21	4	17	15	63	1134	24	0	21	17	63	1134	1879	0	11	17	72	1133
No	114	10	9	55	48	26	23	23	20	1145	114	9	48	23	20	1145	12880	2	44	25	28	1142
<b>Current LEP</b>																						
Yes	3										3						519	1	18	19	62	1134
No	135	10	7	59	44	30	22	36	27	1143	135	7	44	22	27	1143	14240	2	41	24	33	1141
<b>Economically disadvantaged</b>																						
Yes	20	1	5	7	35	4	20	8	40	1140	20	5	35	20	40	1140	3651	1	26	24	49	1137
No	118	9	8	53	45	26	22	30	25	1144	118	8	45	22	25	1144	11108	3	45	24	29	1142
<b>Migrant</b>																						
Yes	0										0						5	20	40	40	0	1146
No	138	10	7	60	43	30	22	38	28	1143	138	7	43	22	28	1143	14754	2	40	24	34	1141
<b>Gender</b>																						
Female	62	0	0	25	40	17	27	20	32	1141	62	0	40	27	32	1141	7277	1	37	26	36	1140
Male	76	10	13	35	46	13	17	18	24	1145	76	13	46	17	24	1145	7482	3	43	22	32	1141
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						100	1	5	22	72	1133
No	138	10	7	60	43	30	22	38	28	1143	138	7	43	22	28	1143	14659	2	40	24	34	1141
<b>Gifted/talented program</b>																						
Yes	21	3	14	16	76	0	0	2	10	1151	21	14	76	0	10	1151	296	13	80	5	3	1152
No	117	7	6	44	38	30	26	36	31	1142	117	6	38	26	31	1142	14463	2	39	24	34	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number